



THE OLYMPUS ACADEMY TRUST

Collaboration **Excellence** Opportunity



Self-Evaluation Form



Self-Evaluation Form – SEF

Collaboration Excellence Opportunity

Context

The Olympus Academy Trust consists of nine schools:

- 5 Primary Schools
 - Filton Hill primary School
 - Charborough Road Primary School
 - Meadowbrook Primary School
 - Callicroft Primary school
 - Stoke Lodge Primary School
- 1 all-through School
 - Bradley Stoke Community School
- 3 Secondary Schools
 - Winterbourne Academy
 - Abbeywood Community School
 - Patchway Community School

The Trust serves provision across six Key Stages, from EYFS, KS1, KS2, KS3, KS4 and KS5 totalling 6200 learners.

The Trust is one employer and employs around 740 members of staff.

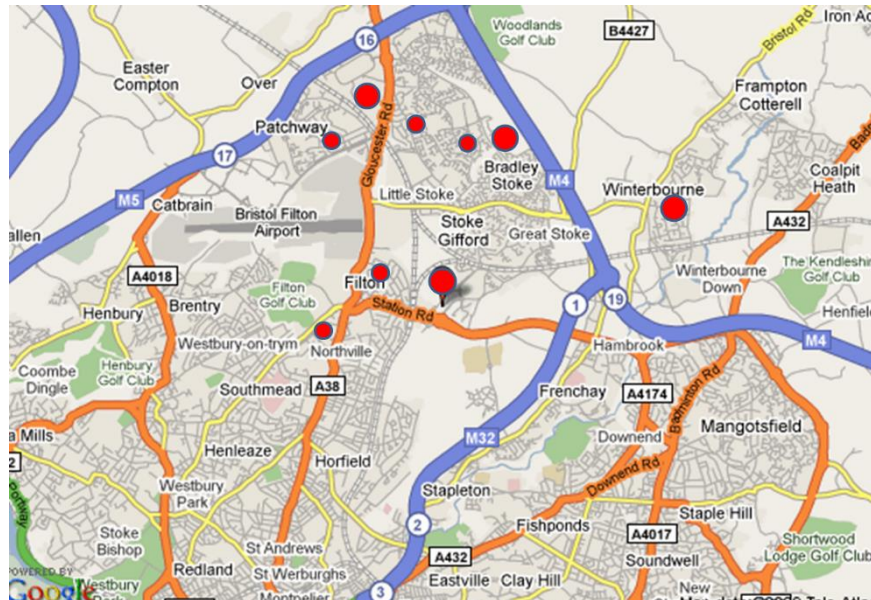
Olympus is mainly a local Trust that serves similar communities. We maintain that our schools are “community” schools and, as far as possible, include this word in the school’s name to emphasise the importance we attach to community values.

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Geographical and Social context

Our schools are geographically close and are all located within 4 miles of each other. This allows for us to work closely together, sharing resources, allowing mobility of staff and collaboratively planning and training. Our CPD programme is exceptionally successful due to the proximity of our schools and ability to provide a comprehensive programme of support and development.

Olympus schools comprise a range of social demographics. Several of our schools are mostly mono-cultural, whilst others have a range of diverse ethnicities, with many bilingual students. The % of students across the Trust who are bilingual is increasing. 4/9 of our schools are in the fourth quintile for deprivation.



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Mission Statement

At Olympus, our shared mission is to enable all our learners to achieve beyond their expectations, to believe in themselves and to develop the skills needed to succeed and enjoy life.

Our vision for our Trust is that it will...

- Achieve outcomes in the top 20% of Trusts nationally
- Be known for the personal development and well-being for staff and learners
- Be recognised as a centre of learning excellence for high quality teaching, learning, resources and support
- Be considered an ethical and well-led organisation that understands its place in the local, national and global context
- Be an integral part of the individual local communities we serve, successfully engaging with parents/carers to support learner progress

Our actions are underpinned by our values of

#Collaboration - We collaborate rather than compete as we are stronger together

#Inclusion - We are inclusive – no groups or individuals will be left behind, regardless of background and/or starting points

#Possibility - We believe in infinite possibilities and will cultivate creativity, curiosity, enquiring minds and innovation

#Inspiration - We seek to inspire so that learners will aspire

#Integrity - We act with honesty and integrity and are willing to learn from mistakes

We support and challenge all within the Trust to be engaged, independent, reflective, resilient, resourceful, respectful, responsible and supportive

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Ofsted

Primary Schools

- Filton Hill Primary School graded Good with the potential to be judged as Outstanding at the next Section 5 inspection (July 2019)
- Charborough Road Primary School graded Good (November 2017)
- Meadowbrook Primary School graded Requires Improvement (Oct 2017)
- Callicroft Primary School graded Requires Improvement (May 2018)
- Stoke Lodge Primary School graded Requires Improvement (Jan 2019)

All-through School

- Bradley Stoke Community School graded Good with Outstanding for L&M and PBDW (March 2018)

Secondary Schools

- Abbeywood Community School graded Good (November 2019)
- Winterbourne Academy no designation (inspection due from February 2021)
- Patchway Community School no designation (inspection due from October 2020)

Governance Structure

We believe that everything we do should be centred around the experience of the learner. With this in mind, we have a structure to ensure that accountability remains with the Trust Board, whilst allowing all stakeholders (learners, parents, community and staff), to have a voice in the continual improvement of each of our schools.

Our Board of Trustees provides oversight of outcomes, school improvement, compliance, finance, Health & Safety and HR issues so that local School Improvement Committees can focus on the learner's experience. The Board is made up of 13 people – a mixture of parents, community members and experts who are appointed based on their skills, insight and knowledge. They work on a voluntary basis and bring a wealth of experience in areas such as HR, Finance, School Improvement, IT and Education.

There are 4 formal sub-committees that report into our Board: Audit and Risk, Finance and Resources, Remuneration and Nominations and the Trust Improvement Committee. In addition there is a Chairs (of School Improvement Committees) Network and a Teaching School Alliance Governance Committee.

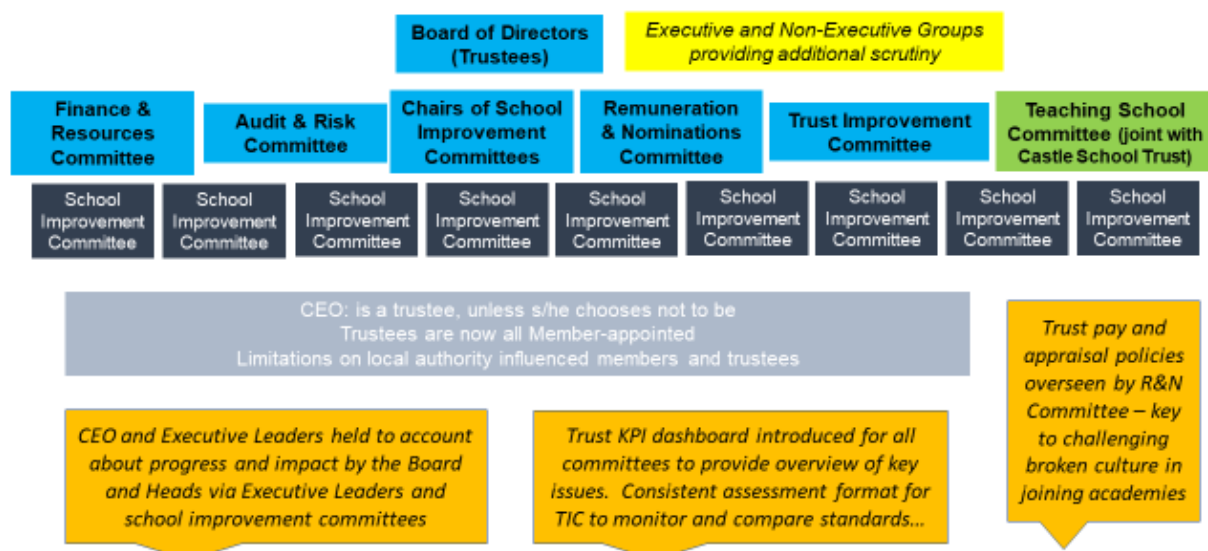
Governor induction and mentoring is planned to ensure that each of the School Improvement Committees can function effectively. A bespoke governance development programme is also run throughout the year to allow all those involved in governance to meet informally as a whole team for training in order to contribute to the strategic leadership and governance arrangements of the Trust.

We use a 'Governance Framework' that is ultimately a collection of policies that make our ways of working clear for everyone and ensure that work completed in local School Improvement Committees and our Board is consistent and aligned.

In order to maintain a line of sight between the Trust Board and each of our schools, and in line with our Trust School Improvement Strategy, the composition of local School Improvement Committees will depend on the level of support agreed during our internal scoping reviews at the start of each year. This enables a clear and consistent approach to governance across our Trust.

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Olympus Academy Trust Governance Structure 2019-20



School Improvement Committee Composition

Low Support	Minimum of 2 X community representatives/elected parents Minimum of 1 x elected staff governor Trustee Executive Headteacher Headteacher (or nominated representative) Partner Headteacher (or nominated representative)
Medium Support	Minimum of 2 X community representatives/elected parents Minimum of 1 X elected staff governor Trustee Executive Headteacher Headteacher (or nominated representative) Partner Headteacher (or nominated representative) Primary or Secondary lead Trustee
High Support	Minimum of 2 X community representatives/elected parents Minimum of 1 X elected staff governor Trustee Executive Headteacher Headteacher (or nominated representative) Partner Headteacher (or nominated representative) Primary or Secondary lead Trustee Chief Executive Officer Chair or Vice Chair of Trustees

Curriculum

Overview

The Trust has grown steadily since being founded at the start of 2012. We are currently 9 schools, supported by a central team, with no plans to increase in size during 2019-20 academic year other than the potential addition of BTEA in September 2020. Improving teaching and learning is a top priority for us in all schools and we have had an objective of aligning pedagogy and curriculum at Trust level for the last 2 years as we are clear that the highest-performing multi-academy trusts across the country are the ones which have the greatest consistency between their schools. Professor Mick Waters has provided significant support for the Trust and our schools to help us establish an agreed trajectory since 2017. This has been supplemented more recently by support from external experts such as Alex Quigley to help us develop greater expertise across the Trust to teach and support e.g. vocabulary acquisition and literacy skills.

Primary

No primaries have joined the Trust since September 2016 which meant that 2017-18 was a year of preparation for an alignment of curriculum and pedagogy for our 5 primary schools and 1 primary phase. This enabled us to launch the *Olympus Way* and the Trust's *Curious Curriculum* in September 2018. We believe that a learner's experience in school should ensure not only the knowledge needed to access academic success, but also the careful development and progression of skills in discrete subject areas. The Olympus Curious Curriculum embeds a concept-driven approach that incorporates both knowledge and skills in an enquiry-led, thematic curriculum that is embedded in application and context. A great curriculum will be rooted in its own locality and context and will meet the needs of its own learners, whilst exposing them to the national and global requirements and expectations. The rationale, approaches and supporting documentation are provided in full detail in the *Olympus Way* handbook which is accompanied by a shared online planning portal for primary staff across the Trust. It is clear from the first 9 months of implementation that staff and children are fully engaged by the new curriculum and pedagogy and that it is deepening learning:

- Teaching staff have regular opportunities to meet for shared planning and moderation
- There was a Trust-wide exhibition for Year 5 and Year 6 in February 2019 at which all schools showcased their learning in *polished products* from the curious curriculum and all learners and their parents/carers had the chance to see their own and other examples of the final output around a theme
- Learner voice is incredibly positive about the changes to teaching and learning
- There are Trust networks, led by senior leaders and with external expert facilitation where needed, to support the development of pedagogy and practice around themes and subjects
- There will be another iteration of the *Olympus Way* once sufficient development and learning growth has taken place to warrant it

- A recent Ofsted inspection in one of our schools highlighted the new curriculum as having impact on pupils' learning.
- 2018-19 also saw an aligned approach to the teaching of phonics with 'Sounds Write'. This is already having an impact on lower attaining pupils and spelling across Reception and Year 1.

Secondary

Growth at secondary has been different within the Trust, with 2 schools joining Olympus with *inadequate* judgements and very differing challenges during 2017-18. This has meant that alignment of pedagogy and curriculum is not as advanced but there is an agreed direction of travel for the Trust:

- Because of the Post 16 partnership, with a shared timetable matrix and students travelling to other centres to learn in half-day blocks, there has been a long-standing alignment of exam specifications and sharing of teaching in post 16, other than for Winterbourne which has only recently entered into this partnership.
- In January 2019, subject leaders from the Trust secondaries were supported to choose the most suitable Key Stage 4 exam specification for their subjects which all schools will follow from September 2019 or, in a small number of cases, from September 2020. This was underpinned by challenge about what it is that each subject wants its learners to know, understand and be able to do during their secondary education.
- This was followed in February 2019 by the first of 3 staff training days for subject teams across the Trust to start working on schemes of learning, resources and assessments, with agreement that there will be a shared training day at the start of every term (x6) during 2019-20 as well.
- There is agreement that we will have an aligned secondary curriculum model across the Trust for September 2020 which will include aligned length of Key Stages and aligned curriculum share for each subject so that subject teams in each school can genuinely share schemes of learning and assessments with aligned pacing. Decisions will be finalised in autumn 2019.
- There is no Trust directive to prescribe lesson-level detail through alignment but it is clear that some subject teams will welcome this to provide greater consistency where there has been ongoing under-performance.
- Subject teams have welcomed aligned medium-term planning documentation, have agreed approaches behind curriculum intent and are in the process of agreeing curriculum development and key vocabulary from Y7-13, which builds on work completed in primary. They also expressed the need for each school in its context to retain some autonomy in delivery methods and approaches to teaching and learning.
- Staff have welcomed opportunities to collaborate and share practice, especially where this supports staff who are isolated. Access to improved resources, support with workload and collaborating on enrichment opportunities beyond the classroom are seen as real benefits.

4-18 Continuum

Secondary specialists have supported the development of key learning intentions for foundation subjects for Key Stages 1 and 2. The documents provide an overview of skills, knowledge and understanding (or application) expected for each year group, along with tier 2 and tier 3 vocabulary. Some secondary teachers had the opportunity to visit Trust primaries on a (secondary only) staff training day in February 2019 to see this in action and Trust primary teachers will have the same opportunity to visit Trust primaries on a (primary only) staff training day in April 2019. In the context of planning Key Stage 4 aligned curriculum and pedagogy, secondary subject teams have been asked to review the overview of Key Stage 3 as well in order to develop an overarching plan for skills, knowledge and understanding and a sense of direction and purpose for subject learning at secondary phase. At present, assessment is varied across the Trust in Key Stage 3 but this will be reviewed as alignment develops in preparation for September 2020.

In summer 2019, Year 6 started a unit of work on the theme of identity as part of their Olympus curious curriculum and it was picked up by secondary subject teams when they started in Year 7 in September 2019. This is the initial thread that will eventually be woven into a 4-18 continuous curriculum map and experience for learners within the Olympus Academy Trust.

The North Avon Teaching School Alliance, which is based within the Trust, is playing a key role in supporting subject-specific professional development for core and lower-performing subjects. Staff training days are disaggregated each year and replaced by a programme of training customised to staff needs. For 2019-20 the focus is on supporting subject and theme networks as the work on aligning curriculum and pedagogy develops. This is building on the 2018-19 programme which targeted support for a group of subjects where outcomes have been weakest across the Trust. The direction of travel is to ensure that theory and pedagogy are clearly tailored to all subjects through Making Every Lesson Count (MELC) subject and theme groups.

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Trust Primary KS2 Data

RWM – combined National 65%

	15-16	16-17	17-18	18-19
CPA	35%	18% ↓ - 17%	35% ↑ +17%	46% ↑ (47% V) +11%
CBR	31%	63% ↑ +32%	67% (without RB) ↑ +4%	52% ↓ -15%
FHP	30%	53% ↑ +23%	74% ↑ +19%	73% (75% V) -1%
MBK	30%	54% ↑ +24%	62% (when validated) ↑ +8%	78% ↑ +16%
SLP	46%	51% ↑ +5%	52% ↑ +1%	60% ↑ (62% V) +8%
OAT	34%	48% ↑ +8%	56% ↑ +8%	62% ↑ (63% V) +6%

If all the Year 6 pupils were reported as one cohort, the data is as follows:

	All pupils 2017	All pupils 2018	All Pupils 2019
Reading	58%	68% ↑10%	69% ↑1%
GPS	62%	69% ↑7%	72% ↑3%
Maths	66%	69% ↑3%	74% ↑5%
Writing	71%	72% ↑1%	77% ↑5%
Combined	48%	56% ↑8%	62% ↑6%

Progress trend over 4 years

	2016			2017			2018			2019		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
CBR	-3.4	-4.5	-2.4	1.6	0.2	0.9	-0.9	-0.9	-1.2	-1.6	-1.3	-2.0
CPA	-0.1	2.3	-0.1	-7.5	-2.1	-7.5	-3.9	1.3	-4.4	-5.6	-2.6	-5.2
FHP	-0.6	-5.6	-0.9	-3	-1.7	-0.2	2	2.9	3.5	3.1	5.3	3.3
MBK	-1.1	-5.5	-2.5	-1.1	-1.4	0.5	-0.4	-2.5	-0.7	1.6	0.9	1.9
SLP	-0.1	-0.5	-2.3	-1.5	-0.42	-1.5	-2	-1.8	-2.2	-2.6	-1.06	-1.52

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Trust Secondary KS4 Data

School name	Pupils	% EBacc 4+	% entered EBacc	% FSM	% Grade 4+ En/Ma	% Grade 5+ En/Ma	A8	P8	P8 Banding	P8 PP
Abbeywood Community School (8034000)	170	10%	14%	14%	67%	39%	47.7	0.15	Average	-0.55
Bradley Stoke Community School (8034104)	178	25%	29%	6%	80%	55%	54.1	0.45	Above average	-0.27
Patchway Community School (8034008)	90	6%	11%	20%	40%	27%	36.6	- 0.39	Below average	-0.9
Winterbourne Academy (8034010)	280	38%	49%	6%	75%	57%	50.2	-0.2	Below average	-1.07
Olympus Academy Trust amalgamated	718				70%	48%	48.9	0.02		-0.73

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Trust Primary Improvement Priorities

EXPLORE - Trust Wide Areas for Improvement Sep 2019 – Aug 2020				
Aspect/INTENT	Lead	External expertise	Cost	Expected Impact
A. Maths - Number Talk - Sentence Stems - Fluent in 5 - Reasoning	Nicola Bailey	Liz Thomas	£5000	Outcomes for all National data sets will be above National Mathematical agility in all pupils improved.
B. English - Oracy Focus (incl SALT) - Reading/Analysing	Jen Wathan Will Ferris S & LT	Claire Ridsdale Jenni Thorogood Simon Watts	£5000 £57 000	Reading outcomes for all data sets will be above National –
C. Curriculum - Subject Leadership incl PE/Sports premium - Subject Knowledge - Cultivated curriculum - Seek, track and capture learning	Claire Banks	Prof Mick Waters	£2500	Effective Strategic Subject leadership across the Trust Clear Subject Knowledge and Subject discipline is known by all teachers in all schools.
D. Pedagogy – What do you want them to learn what method	Claire Banks	Prof Mick Waters	£2500	All learners will have their learning needs met Staff will use a wide pedagogical range
E. Vulnerable Groups - Using Edukey provision mapping to provide targeted interventions for vulnerable children.	Kirsten Lemming	SALT SEN cluster group	£3000	All learners will make expected or accelerate progress to close the gap with all pupils.

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Trust Secondary Improvement Priorities

Secondary SIIP				
Aspect/INTENT	Lead	External expertise	Cost	Expected Impact
Alignment of agreed principles/non-negotiables for teaching and learning and classroom management across the Trust	MHa	Mick Waters	£5000	Greater consistency of practice across the Trust in relation to pedagogy and classroom practice Heightened expectations and engagement which will lead to improved outcomes
Difference in performance by boys and girls – cross-phase	GLo/CBa		£200	
Teaching of reading and vocabulary acquisition – cross-phase	MHa/JWa	Vocabulary Ninja Alex Quigley Accelerated Reader		Alignment of approaches Improved scores across schools of AR reading tests Improved reading outcomes at KS2
Business, Computing, Health & Social Care and Science	MHa/VBo/TCh	Exam board support		Improved outcomes across schools
Raising the Attainment of Pupil Premium Pupils	GLo & Matt Smith		Allocation of the Pupil Premium Grant	Implementation plans in schools are effective in closing the attainment gap between disadvantaged pupils and their peers.
KS3 Assessment and tracking and how they help identify issues and concerns in readiness for KS4	MHa/DBa			Consistent approaches across the Trust will enable aligned planning, assessment, tracking and intervention to bring about improvement where progress and outcomes are low.
Review of the strength of teachers and the ownership of responsibility for vocational subjects across the Trust (link to the NATSA CPD programme built around <i>Making Every Lesson Count</i>).	MHa/VBo/TCh	N/A	Central team time	A plan should be in place to manage these subjects more effectively for 2020-21.